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ABSTRACT

This activity is one of a series of 17 teacher-developed instructional activities for geography at the secondary-grade level described in SO 009 140. This activity employs a simulation approach to investigate factors influencing industrial locations. Students design proposals intended to attract specific industries to specific cities. The flow chart provided for the four-day game strategy suggests that the students be divided into several groups. Each group assumes the role of a city Chamber of Commerce and designs a proposal to attract an industry. This involves students in designing their own city in order to attract the industry. After proposals are written, groups assume different roles--they become manufacturers. Students then develop criteria for a manufacturer's location. After proposals are ranked, students engage in an evaluative discussion. (DE)

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GAME PLAYING WITH A BITE! AN EVALUATIVE SIMULATION

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Through involvement in an evaluative simulation, students will develop insights into the factors influencing manufacturing locations. In addition, thinking and group skills are developed by organizing and designing a proposal for industrial location. This activity goes beyond most simulations in that the evaluation of students is an integral part of the activity. Evaluation serves not only its regular functions but also increases motivation and the sense of achievement.

Strategy for Teaching.

The activity can involve two or more classes. In this discussion Class 1 will be a chamber of commerce group seeking a printing plant, and Class 2 will simulate the industry judging the proposal. Concurrently Class 2 will be writing proposals to attract an automobile factory, and Class 1 will simulate the manufacturer judging the proposals.

Class Guide:

Day 1
- -Divide class into five groups. Each group is a city Chamber of Commerce.
- -Each group designs a proposal to attract an industry specified by the teacher.
- -The students design their own city (i.e. size, population, industrial factors...) in order to attract the industry.

Day 2
- -Completion of proposals.

Day 3
- -Student groups assume a different role...they will be manufacturers.
- -Teacher leads the class in developing criteria for manufacturer's location.
- -Groups rank the proposals from the other class... 1 - 5.
- -By adding all rankings for each proposal an over-all ranking is

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TABLE

(A)--THE U. S. PACIFIC NORTHWEST POPULATION SHIFT 1960-1970: (All changes are positive.)

Area	1960 Population	1970 Population	Population Change
Portland Sphere of Influence:			
Oregon	1,768,687	2,056,171	287,484
Southern Idaho	508,717	536,132	27,415
Southern Washington	235,109	276,324	41,209
Total	2,512,513	2,868,627	356,108
Seattle Sphere of Influence:			
Northern Washington	2,618,105	3,076,568	458,469
Northern Idaho	158,474	164,980	6,506
Western Montana	274,194	308,472	34,278
Alaska	226,167	294,607	68,440
Total	3,276,940	3,844,627	567,693
Total Pacific Northwest	5,789,453	6,713,254	923,801

Seattle Sphere, % of Total Increase in Population = $\frac{567,693}{923,801}$ = 61.5% of Total Increase

Seattle Sphere, % of Total Population 1960 = 56.6% of Total

Seattle Sphere, % of Total Population 1970 = 57.3% of Total

(B)--SEATTLE AND PORTLAND METROPOLITAN AREAS: (All changes are positive.)

Area	1960 Population	1970 Population	Population Change	Percent Change
Seattle (King, Snohomish and Pierce Counties)	1,428,803	1,804,660	371,513	26.0
Portland (Multnomah, Washington, Clackamas and Clark (Washington) Counties)	821,897	972,593	170,589	21.0
Net Population Difference Between Seattle and Portland Areas:	606,906	832,067	200,924	

Source: U. S. Bureau of the Census: Preliminary 1970 Census Reports for Oregon, Washington, Idaho, Alaska and Montana

possible.

Day 4
-Return proposals as ranked by the other class.
-Follow-up as desired.

POST EVALUATIVE SIMULATIONS DISCUSSION

1. Dynamics of evaluative simulations.

2. Benefits of evaluative simulations.

-Motivation benefits.
-Directs attention to specific area.
-Expansion beyond areas normally evaluated.
-Provides greater degree of realism.

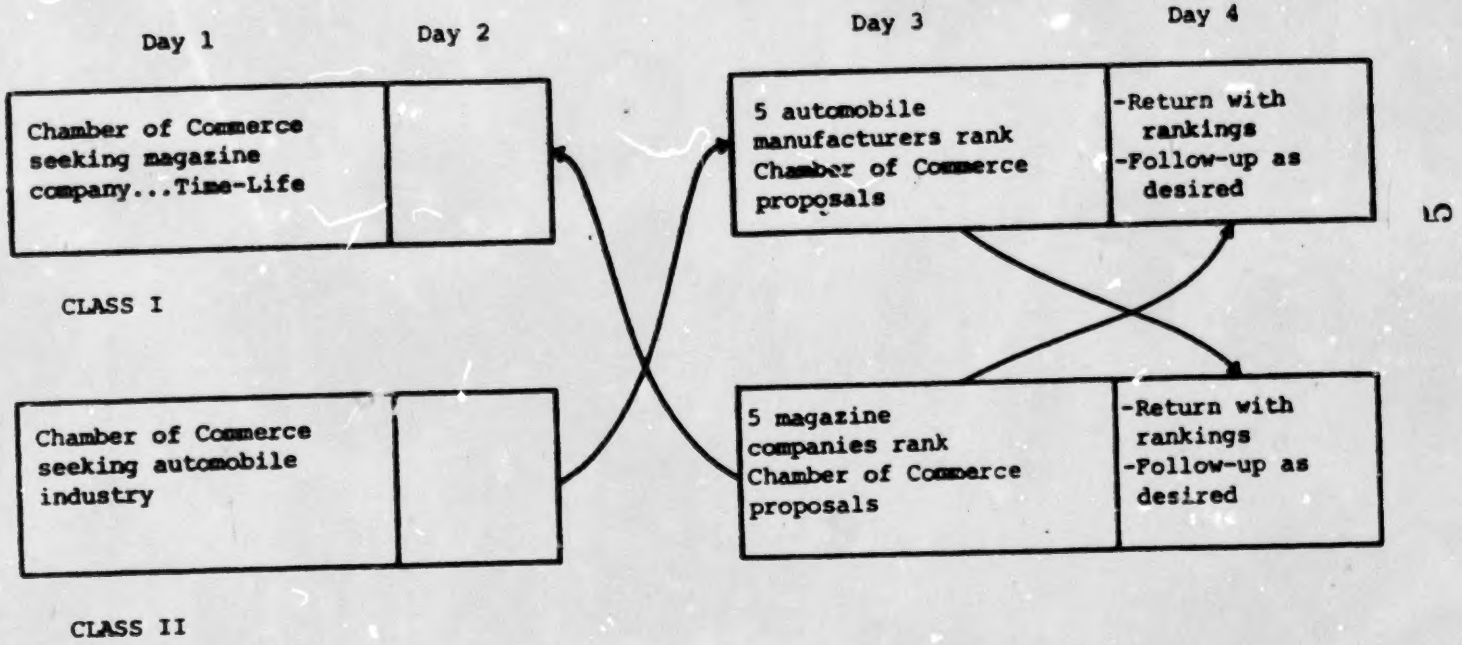

Figure 1. Flow Chart of the Strategy.